ADDRESSES

AT THE

INAUGURATION OF WILLIAM PEPPER, M.D.

AS

PROVOST OF THE UNIVERSITY OF PENNSYLVANIA.

February 22, 1881.

PHILADELPHIA:
COLLINS, PRINTER, 705 JAYNE STREET.
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William Pepper, M.D., was elected Provost of the University of Pennsylvania on the 12th day of January, 1881.

He succeeded Charles J. Stillé, LL.D., who resigned the office at the beginning of the collegiate year, September, 1880. The Board of Trustees of the University received the acceptance of Dr. Pepper on the 1st day of February, and resolved that his inauguration as Provost should take place on the 22d day of the same month in the American Academy of Music.

At the appointed time the Governor of the State, *ex officio* President of the Board of Trustees, and Dr. Pepper met the Trustees, Faculties, and invited guests in the Foyer of the Academy of Music, and proceeded with them to the stage, where the ceremonies were held, as follows:—

Prayer by the Rev. George Dana Boardman, D.D.

Presentation of Dr. Pepper to the Governor by Rev. Henry J. Morton, D.D.

Address by the Governor of the State, with the delivery of the keys of the University, to Dr. Pepper.

Address of welcome on behalf of the Faculties by Rev. Charles P. Krauth, D.D., LL.D., Vice-Provost of the University.

Address by Provost Pepper.

Benediction by the Rev. Charles W. Schaeffer, D.D.

PRAYER

BY THE

Rev. GEORGE DANA BOARDMAN, D.D.

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PRAYER.

ALMIGHTY and everlasting God, Maker of heaven and earth, the blessed and only Potentate, the King of kings and Lord of lords, we adore Thee for what Thou art in Thyself, a God infinite in every perfection, who wast and who art and who art to come the one Lord God Almighty. We adore Thee for what Thou art in Thy dealings with the children of men; a God merciful and gracious, long suffering, abundant in goodness and truth, keeping mercy for thousands, forgiving iniquity and transgression and sin.

We come before Thy presence with thanksgiving, blessing Thee for the glad occasion which has summoned us hither. We thank Thee for our University, for its venerable history, for the hopes which cluster around this hour. Behold with favor Thy servant, the Provost, about to be invested with the keys of his great office; grant unto him long to live, evermore enriching him with the aid of Thy own counsel and grace, evermore assuring him of the sense of Thy approval. Behold also with favor Thy servants, his associates in the various departments and faculties, granting unto them all wisdom and fidelity, whether in administration or in instruction. Let Thy blessing

rest upon Thy servants, the Board of Trustees, bestowing upon them the spirit of wisdom and devotion in all their councils and conclusions. Vouchsafe unto all Thy servants, the undergraduates, the spirit of study and useful ambition. Follow with Thy grace all who have gone forth from our walls, enabling them to fulfil their vocations in whatever sphere of life Thy providence has placed them. Let Thy blessing rest upon all educational institutions throughout our land, enabling them so to train our youths as that they shall become useful citizens, worthy of the memory of him whose birth the nation this day celebrates. Regard with favor Thy servants, the President of the United States, the Governor of Pennsylvania, the Mayor of Philadelphia, and all the magistrates in all the States. Let the people praise Thee, O God; let all the people praise Thee. Pour Thy blessing upon all the nations of the earth, granting unto them speedy knowledge of the great salvation which Thou dost offer unto all men in the person and in the work of Thy only begotten and incarnate Son, our Lord and Saviour Jesus Christ; in whose name we offer this our homage and supplication.

And now unto Him that is able to do exceeding abundantly above all that we ask or think, according to the power that worketh in us, unto Him be the glory in the Church by Christ Jesus throughout all ages, world without end. Amen.

ADDRESS BY THE GOVERNOR OF THE STATE,

WITH THE

DELIVERY OF THE KEYS OF THE UNIVERSITY

TO

DR. PEPPER.

ADDRESS BY HON. HENRY M. HOYT.

Ladies and Gentlemen:—

I do not feel at liberty to enter upon any extended historical notice of the University of Pennsylvania. The character of my audience renders it unnecessary, and other exercises preclude it. With four exceptions, Harvard, William and Mary, Yale, and Princeton, it is the oldest institution of learning in the United States. Organized some years earlier, it was first incorporated in 1753 as "The Trustees of the Academy and Charitable School in the Province of Pennsylvania," its Body and Faculty being designated in the charter of 1755 as "the Provost, Vice-Provost, and Professors of the College and Academy of Philadelphia, in the Province of Pennsylvania."

In 1779, "The Trustees of the University of the State of Pennsylvania" were incorporated. This act, intended to legalize a union of two enterprises, led to much political and judicial discussion. The present form of the institution as the University of Pennsylvania grew out of the consolidation made in the act of 1791, under the corporate name of "The Trustees of the University of Pennsylvania."

As early as 1744, Benjamin Franklin, afterwards first President of the Board, had sketched the plan of the school, which, in 1749, was carried out, and became the foundation upon which the institution was built. Its first Provost was Doctor William Smith. The "course of studies" laid out by Doctor Smith formed the general system of instruction afterwards adopted in American colleges. When we reflect that the standard of liberal education was then necessarily low in the colonies, the breadth of his scheme is notable. The principle with which he set out is worthy of remembrance, and is as true now as then, "that nothing can be proposed by any scheme of collegiate education but to lay such a general foundation in all branches of literature as may enable the youth to perfect themselves in those particular parts to which their business or genius may afterwards lead them; and scarce anything has more obstructed the advancement of sound learning than a vain imagination that a few years spent at college can render youth such absolute masters of science as to absolve them from all future study."

David Rittenhouse early became connected with the University. The first formal commencement occurred in 1757, when Paul Jackson, Jacob Duché, Francis Hopkinson, Samuel Magaw, Hugh Williamson, James Latta, and John Morgan received the degree of Bachelor of Arts.

From that day onward it has pursued an honorable, conservative, successful, and only too modest a career. I say, too modest, because neither within nor without the limits of this State is there any

adequate understanding of the scope of the establishment. In importance, in wealth, and in the close relation to, and recognition by the State authorities, it may fairly claim to be *the* University of Pennsylvania. Not, perhaps, that *it* makes other claim than is based upon the quality of work it has produced. It is by virtue of its recognition of the State authorities that the Governor, *ex officio*, has the privilege and honor to lend his official sanction to these ceremonies.

The University, it will then be seen, was conceived in the clearest light of educational requirements; had its birth in the midst of the very formative influences of the Province, and its motives in the men who laid the foundation of pure and simple republicanism, and carried forward the growth of the Province into a Commonwealth based on the largest idea of individual freedom and civil and religious liberty. It seems as though the State and the University had proceeded from a common centre, each reaching the best results, and their founders, identical in name and purposes, arriving, in that early day, at the highest attainment in governmental and scholastic excellence. The names, especially, which appear as members of the early Boards of Trustees, are efficiently represented by descendants, bearing them, in all the great affairs of society, here at this day, and have fittingly preserved the continuity of influence between the old and the new—the past and the present.

The University has, therefore, individuality and a history, is of clean lineage, and inherits a valuable body of traditions. It is thus compelled to assume

no ordinary responsibility for the future. Proud of its worthy past, widely rooted in accomplished successes, strong in the loyalty of its children, many of whom have gathered about it to-day, conscious of present eminence, it may turn to the future with confidence. It occupies a vantage-ground here in a city of high culture, moral strength, and material prosperity, much of which is, doubtless, its own creation. It is surrounded by communities of great energy, thrift, and alive in the appreciation of its value. From these sources should flow to its thousands of young men (and I trust in due time, and under proper limitations, young women), as to a "propitious mother." It has the purpose, the means, and the appliances to mould them into such form as shall befit them for citizenship and achievement in the midst of a civilization of the highest type, and in a land of the largest freedom. I am not persuaded that, in a great city, it will ever attract a large body of pupils from the outside to the Academical department, and in this I shall be glad to find myself in error. But Philadelphia is already a literary and scientific centre. The University of Pennsylvania can, and should, make this city *the great centre in America* for the graduates from all the colleges in the land, to which they may gather to pursue post-graduate study and work in all your Departments of Literature, Art, Science, Philosophy, and Technical theory and practice. It should be the supreme effort of the Trustees to provide such an equipment in men, and endowment, and mechanism as shall enable it to set up and justify the claim for a

superiority which shall compel recognition everywhere in the United States.

PROVOST PEPPER, *Sir:*—

The events of this day will affect your own career and the fortunes of the University of Pennsylvania. That they will terminate in an auspicious outcome for you and it has been in the contemplation of the Trustees as well as yourself. Such result has been the motive upon which you have entered upon your mutual covenants. Whoever undertakes the guidance of an educational structure like this University assumes a conspicuous, yet dangerous and delicate public trust: conspicuous, because it stands out boldly as a great remedial and sustaining agency, supplementing the progressive tendencies of mankind, seeking, if they may haply find, better things; dangerous, because failure has ill-omened disaster in its train, and concentrates responsibility upon one head; delicate, because, while a great success is attainable, it must come from the nice adjustment of many means to one end, wide intelligence, keen perceptions of life and men, skilful and energetic executive force. In this day, not only must the University cover with its *curriculum* the range of all humanity and all knowledge, but its administration must be in full apprehension of, and quick sympathy with, modern methods and products. Its utilities do not terminate with the year's work, but they go on forever. Its functions are to assimilate all the facts of the world within and the world without, digested free from error, falsehood, and sophistry,

returned to society, through that portion of the community subjected to its alchemy, for the health, strength, and growth of the body politic.

To such an institution is confided the realization of the full definition of education, "the instruction of the intellect in the laws of nature, under which name are included not merely things and their forces, but men and their ways, and the fashioning of the affections and of the will into an earnest and living desire to move in harmony with these laws"—the culture of men, "whose passions are trained to come to heel by a resolute purpose, and who have learned to love all beauty, whether of nature or art, to hate all vileness, and to respect others as themselves."

The modern processes are direct, incisive, and exact. In the world of fact, it is to find out "what is," and how; in the world of morals, "what ought to be," and wherefore. Hypothesis goes overboard to make room for wide and safe induction. In physics, things must be reduced to their lowest elements; propositions in metaphysics and social economy to their lowest terms. Unity must be found in diversity, simplicity must be traced in complexity, and chaos must be made to yield the cosmos. These triumphs the philosophy of modern teaching is enabling us to make. Educators who, like yourself, preside over a mechanism such as this, hold the crucial tests in investigation. The secrets of man and nature rarely elude longer the subtle methods of detection you have organized. The lines of Fraunhofer puzzled you for a generation. But the spectroscope of Kirchoff is turned to the sun or

into the starry night, and each atom and element, burning and vibrating in the abyss of space, registers its trembling contents in our view; or the practical student of to-day turns it upon the crucible of molten metal in one of our monster steel-works, and its texture and quality, as *merchantable steel*, are fixed; but, between them, the kinship of the material heaven and earth is established.

Lindley Murray worries and wearies us with his number and case, mood and tense in grammar, as if the English language were a thing by itself, and out of all relation with other human instrumentality. Comparative philology tells how the Aryan family has streamed down from its original home in Asia; and that Homer, Virgil, Goethe, and Shakspeare have only used the universal language of humanity. This recent science takes all languages in its single grasp, analyzes and classifies them, and we have a residue of significant roots, common to Jew and Gentile, Greek, Scythian, and Barbarian, in which mankind have talked of strength, labor, and sorrow, "life, death, and the judgment to come." Within a few days, upon a blackboard in one of our public schools, I have seen the paradigm of a Latin verb displayed with its root, its prefixes, and suffixes, all its inflections, skeletonized, each element of which, we now know, was once significant. That blackboard contained more *science* about a Latin and Greek verb than my honored teacher, in a time not yet so very olden, ever hinted there was in them, in all the years spent in "translating" and "parsing" Plautus, Terence, Sophocles, and Euripides.

The philosophy of history teaches us that the men of Plutarch were not beings of another race, but that they were men of like passions with ourselves. Denuded of anger and dogmatism and the blood which stains the annals of our race, all the practical, political teachings of the past lead up to the simple and easy proposition in our own constitution, always obscurely seen, but never before quite formulated—"All governments derive their just powers from the consent of the governed." This is the epitome of the lessons of all anarchy, struggles, and wars, and the summation, it is to be hoped, of the dark series.

It would be a pleasure to allow our Legal friends to be the practitioners of an "exact science;" but the amazing variety and tortuosity of human actions relieve them from the attempt at a uniform application of "the law," "the perfection of human reason"—"defective by reason of its universality" —the single body of organized principles in which the rule proves the exception.

It is just conceivable to many of us how an artist paints a picture, or a musician writes the score of an opera. But when your mathematical colleagues venture to reduce all the phenomena of the universe to "modes of motion" and "equations," and discourse of "quaternions" and "trilinear coördinates," they take refuge behind a curtain of thick darkness, where few of us dare attempt to follow them.

The sturdy old disputants over creeds, dogma, and *cultus* are, at last, on converging lines; but I am reminded that, while you teach Ethics here, you

have not as yet organized a Theological Department.

In the presence of the modern anatomist, with his scalpel, and a case of acute surgery on hand, an average human being is invested with no more sanctity or mystery than a Waltham watch in the hands of its maker. As a piece of machinery, the man and the watch are to be treated on the same plane of mechanical certainty. When it comes to pathology and therapeutics, the ordinary patient may justifiably breathe easier while the "doctors," Hippocrates being dead these two thousand years and more, still confront each other with "doctrines."

But it ill becomes a layman, such as I, to discourse of these things to professors, such as you and your co-laborers, in this presence—the threshold of the greatest medical schools in the world.

It is the determinate office of yourself, and of the University whose destiny you are now to control, to lay these and other great generalizations, and the facts out of which they flow, before your pupils. But not these facts alone. Your duties are not to be limited to the mere imparting of information. You are to show the relations of cause and effect between them—of antecedent and consequent—of premises and conclusion.

You are to disclose the *nexus* by which, philosophically, they are tied together. You are to insist that all nature is one; that the essential principles of humanity are one; that all truth is one. While you point out how unalterable are the fixed laws in the region of matter, and the fixed

laws in the region of mind, you are not to forget that the "Lord of sciences is the Lord of souls" as well. We mortals stand here in the shadow of the Infinite, which is ever brooding over us. When we come to repent, as repent we must, let us not forget "that in his repentance, man weeps, not upon the lap of nature, but at the feet of God."

PRESENTATION OF THE KEYS OF THE UNIVERSITY.

Sir, standing, in a sense, for the Commonwealth, speaking for the Board of Trustees, and representing the expectations of the great body of your personal friends, it gives me pleasure to declare the most explicit belief that you will fill all the high conditions of your new calling, and meet all the demands of the new situation in which you now find yourself. Permit me, then, in their name to testify formally to that belief, by handing you these symbols of your full investiture with all the authority they can confer upon you—that of the Provost of the University of Pennsylvania.

REPLY OF DR. PEPPER.

I gladly accept this key of my office as Provost of the University of Pennsylvania, not being unmindful of the weighty responsibilities attaching to it, but trusting humbly that, under the blessing and guidance of Almighty God, the efforts of my associates and myself to promote the welfare of this Institution may be rightly directed.

ADDRESS OF WELCOME

ON BEHALF OF THE TRUSTEES.

BY

REV. CHARLES P. KRAUTH, D.D., LL.D.,
VICE-PROVOST OF THE UNIVERSITY.

ADDRESS BY CHARLES P. KRAUTH, D.D., LL.D.

It has become my duty, by the request of the Trustees of the University of Pennsylvania, to offer an official welcome, in the name of its Faculties, to the gentleman on whom our Board, by its unanimous choice of him as Provost, has conferred the highest office and the highest honor in its gift.

The Faculties would welcome the entrance of the Provost on his office, were it for no higher reason than that it brings with it the relief of a protracted suspense. Whatever relative efficiency the best temporary arrangements may have, they involve, in some degree at least, a pause. The "pulse of the machine" beats more slowly. Expectancy is impotency. Interregna, vice-regencies, and all provisional governments are characteristically weak. A body needs one head; and that head must be firmly united with it, not by mechanical, but by vital bonds. We welcome one by whom the complete normal organism is restored. As a body we welcome our official head.

But the welcome is intensified by the fact that the great need of our University has been supplied from her own home, and her own ranks. Our Trustees have given us as Provost a native of the

State for whose advantage first, though not alone, our University was established, and whose name she bears. They have given us a native of the city for which our University has done so much, and which has so vital a stake in her prosperity. Our Provost comes to the service of his Alma Mater. He has taken from her hand the two crowns of Academic laurels; he has pursued his professional studies in her medical school, and has occupied an honored place by the side of men who were once his instructors. There was but one higher step, and that he has now been called to take. "Them that honor me I will honor."

Our local feeling is gratified the more because local feeling had no illicit influence in the choice. The besetting sin of Philadelphia lies in the contrary direction. She is often the last to recognize the merit of her own citizens. Residence in her midst seems almost a barrier to the honors she confers. She forgets her children who deserve well of her, and wonders why other places have so many more men of renown. The fame of her sons comes to her as an echo, and the echo must be very clear, and repeated many times, before she deigns to notice it. Our Board so epitomizes the best Philadelphia, its professional life, its commerce, its manufacturing interests, its solid wealth, and its enterprise, its political forces, its science and literature, its renown, and its social culture, that we may consider its act as representative, and rejoice that our city has come, in this case at least, to that best repentance, sorrow verified in amendment. We welcome our Provost because he comes invested with the

credentials which assure us that in the long-deferred and well-weighed judgment of the Board he is the man needed for the great crisis which has been reached in the history of the University. We are not taking off our armor at the close of a great battle, fought and won; we are only fairly girding it on. After the opportunities of observation for years, a member of our faculties cannot fail to have an acquaintance with our real position and our pressing wants, which no stranger could possibly possess. A visitor, who simply looked upon the externals, marked our piles of beautiful and harmonious edifices, which take a high place among the educational buildings of the world, saw our carefully selected apparatus, our fine laboratories, our happy beginnings of libraries, already rich in special departments, might feel assured that we must be munificently endowed. When he read the list of men of eminence who form our corps of instructors, learned of the growth of the number of pupils, saw how the old departments had been enlarged and strengthened, and how many new and healthy interests had been created, noted how caution and progress have worked together in giving a steady and safe growth in every line of advance throughout the eventful last twelve years, he might think that our imminent problem would soon be to find new spheres of activity. When he was told that these vast improvements had been suggested or made possible by some of the most munificent bequests and princely donations in the history of endowments, he might suppose that the past gave such a guarantee for the future that we needed

little now but fresh schemes to break the way to fresh glories. Nor can it be denied that the facts on which such an enthusiastic judgment might rest are substantial facts. They are not overstated. Not only have great things been planned, but great things have been accomplished. Yet the theory is not wholly true; not that it rests on untruth, but that it does not rest on the whole truth. It exaggerates nothing which it takes into account, but it does not take everything into account. Before we can tell whether an institution be rich we must know not only what is its capital, but what interest that capital pays. An endowment in expectations may create a Department, but it will not meet its expenses, and the credit which facilitates the making of debts will not pay them. Moderately large endowments are not adequate to gigantic plans. The most plausible hypothecations are sometimes the most illusive. The man who is familiar with that open secret, the real position of the University, knows that we need very much more endowment, even for our present work and our present liabilities. Great Universities are stupendous charities, and in one sense the greater they are the more they cost, the more they need, and the less they pay. They are not meant to make money, but to make men, and no University can do both. The University that deals or is dealt with in a niggardly way will do neither.

We have not "exhausted worlds," and are in no need of "imagining new." We have paid much, but we have not paid for what we have, for we have very much; and there is a great deal that we need

for which we are not yet even in debt. The University is sanguine and perplexed in the midst of great plans imperfectly carried out, plans in which the future must be won or the past be lost, plans whose yet unrealized history is to determine whether they shall be her glory or her shame. She is poor in her wealth, weak in her strength, embarrassed in her increase—with glorious ends and with crippled means, suffering at once from the reputation of wealth and the pressure of poverty. Her hope breaks like a star through a cloud, bright but distant, while her care sits upon the pillion, with its grisly arms around her.

We welcome in the Provost one who, we trust, will catch inspiration from difficulty, and will bear a decisive part in giving us a University which will justify our highest pride. To do this it must be more than a big local school; it must be the educational centre of Pennsylvania, one of the greatest of institutions in the judgment of the wide world—a Keystone University for the Keystone State.

The Faculties welcome their new Provost because in the changes demanded for his official position he embodies great concessions to a need imperatively felt, and long and urgently pressed—the need of a better organization in respect to the relations of the Board and of the Faculties. We are now unified governmentally by having our supreme executive officer in common. The Provost who approaches the Faculties from the Board, approaches the Board from the Faculties. Help is given to the more perfect understanding and sympathy which are indispensable to the two general co-organizations.

The inevitable danger of an imperfect practical unification is, that each body isolates its particular rights and duties, and is tempted to think that it is for itself and the other for it. A Board may come to look upon the Faculties almost as if they were its personal servants. A Faculty may come to look upon a Board as if a Board were a mere contrivance for the supply of temporal means. "We employ you to do work for us," sums up the impression upon the one side. "You pay us for our work," is the tacit explanation of the bond on the other. The result is a hiring body, and a body of hirelings. The Faculty of a University is its soul—but without a Board of Trustees it might be a disembodied soul, or a soul "without enough body to cover it decently." A University depends indeed at last upon its Faculties. No buildings or endowments can be vast enough and rich enough to compensate for the want of able and devoted teachers. A Chapel of St. Ursula is not a University, however symmetrical may be the arrangement of its empty skulls, or artistic the groupings of its dry bones. It is impossible to create living Universities out of dead professors. Here at least the theory of spontaneous generation will not hold. Nothing but life evokes life. The vital spark and the moral force of Universities are in their Faculties. You cannot degrade the Faculties either by the way in which you make them, or by the way in which you treat them, without degrading the Institution. The supremest glory of a Board is the creation of noble Faculties, unless it make that glory its shame by abandoning or

slighting the work of its own hands. True Faculties, therefore, of right feel that they ought to be esteemed very highly for their works' sake. Faculties are indeed means, not the end; but they are the means nearest the end, and entitled to be considered next after the end. But, on the other hand, the Faculties depend upon the Trustees. Not only does their existence depend upon the wisdom which chooses fit men, and provides for them, but their completest success in education and discipline is impossible unless the Trustees comprehend their worth and give them the fullest moral support.

An army divided by the conflict of authority between two able generals may be beaten by the army which has but one general, even though he be a poor one. "One bad general is better than two good ones, at the head of an army." So says the highest military authority in expressing the imperative need of unity. When a Faculty and a Board are discordant authorities, an institution is torn apart by the forces which should consolidate it Unity is efficiency; severance is destruction. A common headship promotes a common heartship. The external and the internal cannot each have a head of its own, and a heart of its own. They ought to be two sides of one organism, knit into unity by one head and one heart,—and an aid to this is what we welcome in the new relations of the Provost to the Board.

This happy advance in organization is indeed associated with other changes, not like it, the outgrowth of general and thoroughly tested convic-

tions, but necessitated by special conditions. In the nature of the case, as regards these changes, the Faculties, like the Board itself, can walk at best only by faith. There is yet no vision to give them aid, no experience to inspire assurance. Experiments can be tested only by experiment. Meanwhile the Faculties will not manufacture prophecies, and then go to work to fulfil them; they have no wish that is father to their fear; but are heartily resolved that they will bring to the untried methods loyal purpose and honest co-operation.

We welcome our new Provost, because we know that he has felt an interest in the University which has led him to watch, with sympathetic study, all the steps by which it has made its latest advances. In every question in which his own Faculty has been called to decide between the higher and the lower standard, he has stood with the higher. In all departments of the University there has been fresh life; new plans have been vigorously urged, and vast strides have been taken. An incoming administration will carefully study a successful and brilliant administration which preceded it. While the University stands, it will stand as a memorial of the energy and self-consecration of our late Provost, who brought to his work an enthusiasm which inspired enthusiasm, a tireless industry and persistence, a singleness of purpose, and an unwearied concentration of effort which surmounted the most formidable obstacles; and when its walls have crumbled, its history will preserve for all generations to come, in the perpetual freshness of grateful recognition, the invaluable

services of Dr. Charles J. Stillé. No after administration can afford to efface the footprints of the past, to ignore the work which has been done, to leave it in the temporary incompleteness which is the result of its greatness, or decline to move in the line of its promise. The trail of the pioneers must be broken into a highway, or the thorns of the wilderness will overrun it again.

But the monumental tribute to the administration which passes, is not without its antedating for the one which comes. The University buildings as they stand have one edifice, saddest and holiest of them all, which is already a guarantee that to the achievements of professional skill and success our new Provost brings a heart yearning for noble work and an energy which performs it. In defiance of the prosy pragmatism of anatomy, and sustained by the authority of Solomon, we are sure that the heart of our Provost is at his right hand. To him who has pleaded for mercy to the helpless sick as a lover would plead his own cause; who, working with other men of good will, took by tacit election the headship among them; who has touched with a master hand the springs of influence—to him public esteem has given the wreath, as the moral architect of our Hospital. The Hospital is the headstone of our beneficent work. By it, the University, long the mistress of human Arts and Sciences, has become the direct handmaiden of the Heavenly pity.

The record of our Provost here has helped to give him the reputation of undertaking great things and of failing in nothing he undertakes.

That reputation is already half success, and that reputation is now to be put into the crucible, and we believe will endure it. That our Provost will bring his energy to bear impartially on every interest of the University, that he will show no favoritism, that he will cultivate each part for the benefit of all parts, and advance the whole for the benefit of each, that he will see to it that no department shall by its inertness become parasitic on the others, or by its disproportioned stimulation develop into a beating aneurism on the body—these are the beliefs of the Faculties which prompt their welcome.

That by the gracious Providence of God, to which our University owes all its successes, and on which depend all its anticipations, our Provost may be endowed with the full spirit of his office, the wisdom to plan, the moral courage to defend, and the strength to execute; that he may be sustained in the effort and cheered in the trials which belong to his exalted and difficult position—these are the wishes, these the hopes, these the prayers, in which the Faculties desire to embody their purest and warmest Welcome.

ADDRESS BY WILLIAM PEPPER, M.D.,

PROVOST OF THE UNIVERSITY.

ADDRESS BY PROVOST PEPPER.

It is according to time-honored custom, that, having received the keys of my office as Provost of the University of Pennsylvania, I am now permitted to address you as the official representative of this venerable Institution. It is, indeed, a custom sanctioned as well by illustrious precedent as by its apparent fitness, since it may reasonably be assumed that, under ordinary circumstances, the tenure of office of each Provost or President marks in the history of a university an epoch, characterized more or less strongly by the individual qualities of the man, and embracing the origin of important movements and the development or modification of plans already in operation. No opportunity can be found, therefore, so well fitted for submitting to the graduates and friends of a university a statement of its recent progress and of the measures contemplated for its future advancement, as that on which he, to whom has been intrusted the task of directing this development in accordance with the spirit and traditions of the past history of the Institution, first appears as its official representative. Such a statement should not be expected to contain matters of a start-

ling or novel character. Just as the life-power of a great institution, with its hoarded wealth of the devotion of those who have faithfully served it and generously supported it; of the piety, wisdom, and learning of the teachers who have adorned it; of the achievements of its sons who have illustrated it, exceeds that of any individual, so much the more necessary is it that its life-history shall be one of natural and progressive development. While within certain wide limits the greatest activity and expansion are desirable, it is essential that there shall be a true continuous progress, and not a series of abrupt, violent, and ill-combined movements, inspired by caprice or uncontrollable restlessness.

In all vigorous organizations destined to perfect development there are, however, occasional periods of extraordinary change and activity, when growth is rapid and when new and varied powers display themselves. This is true no less of nations and of great institutions than it is of individuals. Through such a period of rare developmental activity has the University of Pennsylvania been passing during the last decade: and the changes that have occurred in that time as affecting the condition of the various departments; the organization of the corporation; the relations of the University to the community; and the claims that it may fairly make upon its graduates and upon all friends of higher education, are so great as to demand our careful consideration. One who can recall the contracted space containing the modest University buildings of ten years ago need but turn to the new grounds, compar-

atively ample but still inadequate, where stand the group of spacious halls erected since that date, to appreciate what the development of the various departments has been. Even to enumerate the important advances that have been made in the educational system and position of the University would occupy too much space.

The methods of study in the Academic Department have been improved and its resources greatly strengthened; and since the adoption of the elective system to as great an extent as the policy of this University regards as desirable, it offers such advantages as must ensure it constantly increasing success.

The Towne Scientific School, endowed by the princely munificence of its founder, has attained such completeness of organization, and such abundant facilities in most branches of technical education, as fairly to entitle it to the prominent position it has rapidly acquired.

The Department of Medicine, freed from the trammels of an effete system, has strengthened its claim to be the foremost, as it is the oldest and most celebrated, of the Medical Schools of America.

The Law School, animated by an active and progressive spirit, has exhibited such gratifying evidences of its powers and capacity, and has gained in reputation so rapidly, as to justify the brightest hopes for its future.

While these older departments of the University have thus advanced, the new School of Music has acquired a creditable position; and the Department of Dentistry has at once assumed a leading

position among the schools where this important branch of professional education is pursued.

The total number of students in attendance at the University has increased from 575 in 1870 to 969 in 1881, a gain of 60 per cent.; the number of professors has increased from 31 to 44 in the same time; and, to indicate the extent to which practical instruction has been introduced, the number of demonstrators has advanced from 2 to 25.

It is impossible to pass from this hasty summary of the advances in the strength and organization of the various departments of the University without pausing to pay a tribute of hearty admiration to the leader in this onward movement, to whose sustained enthusiasm and ceaseless energy its success is largely due. The task of inaugurating extensive changes in a long-established institution; of arousing widespread interest and zeal at a time when they had flagged; of organizing a complicated and yet thoroughly practicable system of education in two of the most important departments of the University; of collecting a corps of highly competent teachers, imbued with earnestness and lofty aims similar to his own; of winning the confidence of the community, the cordial co-operation of his colleagues, and the respect and affection of the students;—this task was, indeed, one requiring rare qualities as an organizer, a leader, a teacher, and a man. As an alumnus of the University; as a teacher in one of its departments during the period referred to; and now as the representative of the Board of Trustees,—I can testify to the general feeling of admiration for the work done, and for him who

bore so large a share of the burden. Well for our beloved University was it that at such a crisis in her history so able and devoted a leader was found. The good work he has done will long survive his departure from his official position; and when, in the distant future, the historian of this University shall record the services of those who have most contributed to her proud position, among the foremost must stand the name of Charles Janeway Stillé.

No less important changes have meantime taken place in the internal organization of the University; some of which are of such recent occurrence that, even before this audience, I may be pardoned for alluding to them.

The Board of Trustees, in which the corporate rights of the University are vested, owes its present composition to an Act of Assembly passed Sept. 30, 1791, which provided that the Board should consist of twenty-four members, with the Governor of Pennsylvania, for the time being; and that the Governor should be President.* For many years past, circumstances have prevented the Governors of Pennsylvania from occupying their official position in connection with the Board and the University. The link between the University and the State has thus been but little recognized; and yet it seems to me most important that it should again become a real and vital one. There is no question of State interference or control, since the

* The seat of State Government was transferred to Harrisburg in 1812.

authority of the University is clearly defined and independent; but, on the other hand, the association that is implied by the fact that the Governor for the time being is President of the Board of Trustees of the University, shows that from the beginning this was designed to be, not a local institution of this city, but truly the University of Pennsylvania, the great central representative institution of a great and populous State. I must regard it as of good omen that, on this occasion, the highest function of the Governor in his official connection with the University has been performed in person; and by one whose scholarly attainments are no less conspicuous than are his public character and position.

As time advances, the advantage of a large Board of Trustees becomes, and will become, more and more evident. It makes it more probable that a broad, catholic, and non-sectarian spirit will always animate the administration of the University. It renders it possible to secure the services of men, eminent in every walk of life, who may bring to the study of the questions that arise in the various departments the special skill and knowledge of experts, combined with sound practical judgment and general culture. Such a corporation will never be unduly controlled by the views or personal influence of any one man; and its slowly changing composition ensures a settled and abiding policy, faithful to tradition, and yet steadily progressive. Large as its numbers are, the duties devolving on the members are onerous and responsible, and from the earliest days of the University to the

present time they have been discharged, by successive generations of eminent citizens, with scrupulous fidelity and with singular devotion.

As regards the relations of the Faculties to the corporation, important and salutary changes have been made in the past decade. It is of course impossible that in the various departments of a great University, an exact similarity shall exist in such points as the character of preliminary examinations, the mode of arranging and grading studies, the duration of the course of study; but it is vitally important that, in all that concerns its internal organization, and the relations of its Faculties to each other, to the Board of Trustees, and to the students, the greatest uniformity shall prevail; so that each department shall regard itself chiefly as a component part of the entire University. Without this, it is impossible for a vigorous and genuine University spirit to be maintained, pervading alike Faculties and students.

Equally essential is it that, as regards the special interests of each department, the greatest possible power and authority should be lodged in the hands of the respective Faculties. There can be no healthy or sustained activity on the part of any public officials unless they are actuated by a high sense of their individual responsibility. There can be no intelligent sense of responsibility unless it is based upon the feeling that there has been conferred the power necessary for the successful discharge of duty. There can, therefore, be no question as to the wisdom of the recent amendments to the statutes of the Uni-

versity (January, 1881), which delegate to the Faculties of each department the administration of discipline; the approval of all requisitions for supplies; the decision as to applications for free scholarships; the care and supervision of the buildings and grounds; and the control of all employés. The Dean of each Faculty becomes the executive officer of that Department, and the practical autonomy of the Faculties is established. There will inevitably arise, under the continued discharge of these enlarged duties, a keener sense of individual interest in the welfare and progress of each department.

Spacious halls, rich collections and libraries, and munificent endowments are necessary adjuncts to a great University; but they do not and cannot render a University great. This can be done solely by the work of its teachers; by their learning; by their zeal and ability in teaching; by their personal influence over their students; and by their wider influence over the intellectual life of the surrounding community. No services rendered to a people can exceed in value those of the successful educators of its youth; and for services so responsible, so difficult, and demanding such rare qualifications, no honors or rewards would be excessive. Yet it would almost appear that the people imagine that these exceptional and valuable men are to be secured in any number, and for salaries barely adequate to support a decent existence.

The love of knowledge and culture for their own sake, and the fascination of teaching, do indeed lead many a man of the highest ability to neglect

the lucrative occupations of life and to devote himself for long years to intense study and to the art of teaching. But the purest zeal might well grow languid, after years of labor, with no more adequate reward than the cheap title of Professor, and a salary—small in comparison with that of many salesmen—and pitiful in comparison with that of the officials of other large corporations.

I would not imply that the spirit actuating earnest teachers is often a mercenary one. Probably no more disinterested body of men exists in any community. But I would urge the wisdom and policy of securing only the best and most energetic men, of paying them liberally for their whole time and strength, and then of enlarging their duties and opportunities of teaching so as to develop and utilize their full powers. When this is done, let a community exact from those to whom is entrusted the education of its youth—from the lowest to the highest stage—the very best work; let them insist by the irresistible force of an enlightened and cultured public opinion that they who are set in the high places of learning shall be the most thoroughly fitted for their posts; the exaction will be cheerfully met, and the criticism be gladly borne, if at the same time the hands and hearts of the teachers be strengthened by the cordial appreciation of a community—competent to criticize because itself aiming at a high standard of culture, and authorized to exact because willing to reward liberally.

In no one particular are the changes concerning the Faculties of the University more important

than in establishing the eminently proper and necessary rule that each Faculty shall administer its own discipline. It is a matter that closely concerns the entire community, that the students of this University, already numbering nearly one thousand, shall learn thoroughly the various subjects to which they apply themselves. But it is also a matter of the greatest moment that they shall acquire, during their University life, a due development of character, and a manly tone, self-reliant and vigorous, but yet deeply tinged with respect for law and for the rights of others. To know that the administration of discipline is tardy and indirect, and that an appeal may be made from the sentence imposed by a Professor or a Faculty to a Provost, or to any other authority, is directly provocative of insubordination; while the mere fact that the Professor or Faculty whose rules are infringed has full and conclusive authority to deal properly with such infraction, is a most potent guarantee against disorder.

But, after all, it is not to elaborate rules of discipline that we are to look for the prevention of truly reprehensible acts. The best safeguard against these is the cultivation of a high-toned University feeling, aided by the silent influence of the Christian spirit that pervades our Institution. Its organization has now reached a point where it is impossible for the students of one department to regard those of the other departments in any light save as comrades and members of the same college. All must feel themselves equally bound to protect

her reputation, and to govern themselves by the best traditions of University life.

If, in the larger world outside, no force influences men so powerfully as that of public opinion, it should be the case in the lesser world of a University that the sustained sentiment of Class after Class against mean, ungentlemanly, or outrageous actions should render their repetition practically impossible. The passage, year after year, of a body of young men imbued with such feelings, as well as with a reasonable regard for intellectual pursuits, from the Universities into the general community, must exert a constantly increasing and most beneficial influence upon the tone of society and of public life.

Such changes in the powers and duties of the various Faculties have at once made possible and necessitated important changes in the functions and position of the Provost, who is the official head of the University. Owing to peculiarities in its origin and development, his relations were with the undergraduate department alone, until within a few years past, when the Provost was declared the President of each Faculty, and was invited to a seat at the meetings of the Board of Trustees. Still, while this was an important step in the coordination of the various departments of the University, it added little to the real power of the Provost, or to his ability to influence the general policy of the Institution. At the same time, the addition of new departments, the erection of new and important buildings, the large increase in the corps of professors and instructors, and in the num-

ber of students, rendered it utterly impossible for any man to attend to the infinitude of details that formerly came under the Provost's supervision. But even if possible, such concentration of his time and attention upon matters of mere detail would of necessity divert him from those larger interests of the University which his peculiar official position would enable him to advance most successfully.

The recent amendments to the Statutes have finally placed the Provost in his natural relation to the entire Institution. The charter of the University* renders it impossible for him to be a regular member of the Board of Trustees; and after very careful reflection upon the advantages to be derived in this and in other directions from modifications in this charter, it has been generally conceded that they are overbalanced by the possible disadvantages involved in an application to the State Legislature, and an abandonment of the present independent position of the University. The same object has, however, been accomplished practically by declaring the Provost to be the President *pro tempore* of the Board of Trustees, with the power of appointing its committees.† Allusion has already been made to the enlarged duties and functions of the several Faculties, by which the organization of each department is ren-

* Act of Nov. 27, 1779, Section 10, "Provided always, that if any trustee of the said University shall take any charge or office under the said trustees other than that of treasurer, his place shall be thereby vacated."

† Excepting the Committee on Ways and Means.

dered uniform and complete, and by which the Provost is for the future relieved from very much of the detail work that formerly devolved upon him. Not that this change of system has lessened his control over the working of each department, or his power of supervising and estimating the results of the work of each professor and of each student. On the contrary, it has for the first time rendered it possible for him to exert his proper influence; and by the establishment of a thorough system of reports from the various departments to secure an accuracy and scope of information unattainable while he was hampered with the details of discipline and of routine administration. It has always been thought desirable, though not essential, that the Provost should hold a chair in one of the departments, so that his practical experience as a teacher should be maintained; and if now, for the first time in the history of the University, a teacher has been selected from the Medical Department to fill the position of Provost, it must be felt that the choice has been largely influenced by the brilliant record of that department, and by the admirable results that are attending its efforts in the cause of higher medical education.

The growth of the University during the past decade has been, it is true, highly satisfactory; but it is evident that, with the ample facilities now provided, and with the large opportunities that present themselves, there remains a far larger degree of activity to be attained. I prefer in the first place to address myself to the undergraduate department. Important as the professional schools

are in the general scheme of the University, it is largely by the numbers and standing of its undergraduates that its strength must be judged. Their numbers have increased from 183 in 1870 to 283 in 1880, a gain of 65 per cent.; but even this latter figure is far too small when the vast population of this city and State is borne in mind. I am confident that I am within the bounds of moderation when I say that, if this community were fully alive to the great practical benefits of a university education, and were fully aware of the advantages now offered by the University of Pennsylvania, the number of students in the undergraduate department alone would speedily reach 1000.

There is, I am well aware, a widespread feeling that a university course is not the best preparation for a business life; and as the great majority of the young men of Pennsylvania and the adjoining States are destined for such pursuits, it is notorious that a remarkably low proportion of them are sent to college. When a boy had no choice offered him but to follow the time-honored classical course at the University, it may have seemed that his acquirements would not assist him materially in a business career. With the introduction of many new subjects into the curriculum, the adoption of the elective system of studies, and the development of more direct, forcible, and practical methods of instruction, this objection became much less valid; and when, in 1875, the Towne Scientific School was established, such large facilities were offered for studies directly bearing on practical life that it was deprived of

much of its remaining force. A striking proof of this is shown in the fact that while the students in the Department of Arts increased from 123 in 1870 to 142 in 1880, those in the Scientific School increased from 60 to 141 during the same period. There is reason to believe, however, that there is still demanded, not merely a freedom of election between classical and scientific studies, but a complete course of study specially adapted for those who are destined for business or commercial life: and among the projects that will receive the careful consideration of the University authorities is one looking toward the establishment of a new department for this purpose.

But it has always seemed to me that this objection implies a mistaken view as to what really contributes most to a young man's success in life. Certainly the measure of his success is not to be the age at which he can earn enough to support himself. What if, in the eager haste to get an early start on the road to wealth, that development of character and that training of the mental powers which will be needed to grasp great success when it offers itself have been forfeited? What if, when in the prime of life, the successful man, sated with the mere accumulation of wealth, finds his spirit restless and unhappy within him, and craves those cultured tastes that may no longer be acquired? We all admire success, and respect successful men; but it has been my lot to see so many instances where material success, secured by fierce driving activity from the earliest age without the counterpoise of careful mental training and sus-

tained interest in intellectual pursuits, has brought with it unhappiness and mental disease, that I have been led to believe that there is no better preparation for a successful and a happy life than a well-selected course at some large university.

I am aware, also, that there is a strong feeling on the part of many persons that a large city is not the best site for a great university. It is often asserted that it is necessary that the University shall be the main feature in the life of the otherwise insignificant place where it is situated; and historical precedents, such as those of Oxford and Cambridge, and some of the German Universities, are cited in support of the assertion. The facts of the case would seem to show, however, that this view is not a just one. I should rather infer from them that while a university may grow to be great and powerful in a small place, a great university in the midst of a great city will have many advantages over it. It is easy, of course, to mention illustrious cases in proof of this, as that of the universities of Paris, of Berlin, of Vienna, of Strasburg, of Leipsic; but it is more to our purpose to consider this question as it affects the interests of our universities in this country. An admirable classical and literary department may thrive any where that great teachers and good libraries are collected, but this is not so with the other departments of a University. When we consider the professional schools, the advantages of the great city are, of course, incontestable; but in any department, as soon as studies that bear on practical life are begun, it is desirable that the

student shall have access to a sort of instruction that may be styled illustrative.

Look, for instance, at the unrivalled opportunities offered by Philadelphia to students in the Towne Scientific School, who are enabled to visit, study, and report on the vast and varied industrial establishments here maintained. It is impossible to supply, by any laboratory or museum, the practical advantages that may thus be secured.

The Law School can secure the services of the most eminent judges and lawyers whom it would be impossible to draw by a tenfold salary from the bench or bar to occupy the position of Professor in a provincial university.

Many of the teachers in the Medical Department must be active practitioners of medicine or surgery, with a familiarity with every form of disease and injury that can come only from daily work in the hospital and the crowded consultation-room. The laboratories where the student of medicine gains the most practical and important part of his education are the hospital wards where he is trained in the rudiments of his art, and the clinical amphitheatre where he sees the best results that medical skill, aided by good nursing and all helpful appliances, can secure in its hard battle with disease.

If, indeed, we consider the numerous departments that are comprised in our idea of a University, it would seem impossible that it should be located elsewhere than in a large city.

It is, however, especially against the location of the undergraduate department in a large city that

these objections are entertained; and as this is a matter of vital moment to our University, I may be pardoned for considering it in some detail, and especially with reference to the youth of our own city and State. It may be felt, for instance, that a student going to a distant university, and to one not in a large city, would have greater opportunities of becoming acquainted with students from other sections of the country, and thus of acquiring a wider knowledge of men, with the benefits that result from such intercourse.

It is not sufficiently appreciated, I think, that the University of Pennsylvania is truly a national institution, when all of its departments are taken into consideration together. Of the students now entered on its rolls, there are 873 from the Middle States (of whom 728 are from Pennsylvania); 26 from the Eastern States; 48 from the Southern States; 39 from the Western States; and 56 from foreign countries. What we need, therefore, in order to secure the fullest advantages of the intercourse of our young men with those of other sections, is not so much larger numbers, or greater variety of nativity, as it is a better university organization, and more adequate opportunities for communication between the classes of the different departments.

It is manifestly the duty of the Provost, as it certainly will be one of his pleasures, to do all in his power to promote these closer relations of a personal and social character among the university students.

Again, there are many who believe that it adds

greatly both to the pleasure and benefits of a university life, as tending to create and perpetuate a stronger college spirit, that the students should, as far as possible, reside in dormitories. There seems, however, to be much to say on both sides of this question. Undoubtedly, in small towns, where the accommodations are limited and inferior, it must always be necessary to have extensive dormitories to accommodate any large number of resident students. But whether they are necessary when a university is located in a great city is a matter still under discussion. If it be found desirable to provide such halls, in order to attract and accommodate greatly increased numbers of students from a distance, it is certain that the University of Pennsylvania shall not long be wanting in this respect. But for the present it seems best to call attention strongly to the peculiar advantages which Philadelphia offers for the accommodation of students of every age from other localities. This city is essentially a city of homes; and all over its extent, and especially in the neighborhood of the University, are numerous private boarding-houses, well built and well kept. In order to test whether such exceptionally good accommodations may not be made to supply all that is elsewhere secured by dormitories, it is contemplated to form official lists of such boarding-houses as are worthy of the approval of the University, and of parents careful of the well-being of their sons. It may be questioned whether the moral tone, the healthfulness, and the economy

secured by such an arrangement will not compare favorably with the conditions provided elsewhere.

The period of life between fifteen and twenty-two years, which embraces the ages of most students in the various departments of American universities, is undoubtedly a critical one.

Few, who recall honestly their own past, would not be fain to screen their sons from the trials to which they were then subjected; and I know well that many fear that, on the contrary, the life of a college student in a large city is one peculiarly full of temptation. I am convinced that these dangers have been greatly overestimated. It is true that many boys who go to college develop bad propensities and habits; and we often hear such instances quoted as evidence of the injurious influence of college life. Who can determine what character those same boys would have displayed, what vices they would have contracted, had they been kept sedulously in the narrow limits of their villages, or, if city-born, had been educated in the strictest isolation? Nay, rather, who can tell in how many instances the development of ruinous habits or defects of character has not been averted by the healthful influence of that free intercourse with manly young fellows that college life ensures? Those who assert that boys educated in large cities are more disposed to be immoral, might well be more guarded in their assertions, if, like some of us, they were obliged to look into the inner life of those who have possibly never met their temptations, but who certainly have never enjoyed their advantages.

In one other important respect, indeed, the Christian influence exerted in a city may be rendered most valuable. No matter to what religious denomination a student may incline or belong, he will find its teachings fitly and eloquently represented. At a University in any small centre, there is a strong tendency for the religious element to acquire a narrow sectarian character. Even for those students who sympathize with this, it is a doubtful good as compared with the larger range of religious teaching furnished by the churches of the same denomination in a great city; but for all others it is an undoubted disadvantage. The strongly religious and the strictly non-sectarian character of the University of Pennsylvania has been its most distinctive feature from its foundation. The early Acts of incorporation clearly establish the fundamental principle that, while it was hoped the University, "through the blessing of Almighty God, would prove a nursery of wisdom and virtue, and be the means of raising up men of dispositions and qualifications beneficial to the public, in the various occupations of life," yet no religious body whatsoever should have any prejudice shown against it. Throughout its history, and never more truly than at the present time, the composition of the Board of Trustees and of the various Faculties, as well as the character of the religious instruction given at the University, has maintained a broad and catholic spirit, untinged by the slightest prejudice or exclusiveness.

It seems impossible for any school which intends at the present time to exert its full influence in

the intellectual life of the community to neglect the subject of the higher education of women. I do not refer to any such question as that of opening the University classes to young women, because I regard it as settled beyond dispute that the co-education of the sexes is inadmissible. The University has recently been making cautious advances in this direction, and persons of both sexes are now admitted to certain lectures and laboratory work. It may be that this comprises as much as is safe or desirable to be done in this particular direction; and as the special function of the University is not the education of women, it seems proper that further action should await the expression of some carefully matured wishes or plans on the part of those who may be assumed to represent the interests of women in this matter. It is evident, however, that some more definite provision is needed than now exists, to carry the education of women beyond the point generally attainable at present. The difficulty has been in part met by the establishment of special colleges, such as Vassar, Wellesley, Smith, or Taylor;* and recently by the system of Private Collegiate Instruction for Women, in Cambridge; but other arrangements than these are required to provide the necessary facilities for the large number of women who desire thorough and advanced education. This University

* It has been decided that this Institution (founded by the late Dr. Joseph W. Taylor, of Burlington, N. J., who bequeathed $900,000 for the purpose) shall be known as the Bryn Mawr College. It is to be located near Bryn Mawr Station, on the line of the Pennsylvania Railroad.

will gladly witness and co-operate with all earnest efforts to secure such facilities. It recognizes the urgent need of Philadelphia, as of every other great city, in this direction ; it realizes strongly the good that would follow from a more general diffusion of higher culture and increased activity in intellectual pursuits among our women; and the powerful influence which would be reflected upon its own future prosperity. There should be accessible, not only to those who desire to become teachers, or to those who are able or willing to take up their residence at a special college, but to all women who exhibit the proper qualifications, a course of education in many respects the same as the usual University curriculum, in certain particulars different, but of equal excellence and thoroughness. Proficiency should be tested by rigid examinations, and satisfactory attainments should receive suitable certificates. The demand for such facilities is great and is constantly becoming more generally recognized. The particular arrangements for securing this object may vary in different places. If true to her traditions, Philadelphia will certainly assume a leading position in the movement; and while this University cannot take the initiative, it will watch with the deepest interest, and be ready to assist as far as possible, all well-considered efforts towards this end.

If the future of this University is to be worthy of its past, and of the wide opportunities that are offered to it, it must be largely through the co-operation and support of its graduates. I have no fear of being contradicted when I assert that, in

spite of many notable exceptions, the general interest they have heretofore taken in the welfare of their Alma Mater has not been a consuming one. This is not true when we consider the work of the Alumni Societies of special departments. The deepest and most active interest, and a large liberality, have been frequently displayed. But this has been at special times and for special objects; while what is needed is, that there shall be a vigorous organization of the graduates of all the departments, and that the general prosperity of the whole University—which requires incessant care, because its needs are changing and enlarging incessantly—shall be the object of their constant and zealous concern.

This seems to me to be the greatest of all our needs to-day. The internal organization and the educational facilities of the University are, in most respects, all that can be desired; but we need more active and universal co-operation among her graduates, so that the entire community may be led to know and appreciate her true position. But if the Alumni are asked to thus unite in earnest support of the University, and to assist her now that her enlarged field of operations requires even more active support than ever before, it seems just and fitting that their connection with the University, and their interest in her affairs, shall not remain a matter of sentiment alone.

They are, it seems to me, entitled to the fullest information in regard to her real position, plans, and requirements, and, as far as may be practicable, to a share in the control of her affairs. The simplest

mode of accomplishing this would seem to be by giving to the united Alumni of all the departments a definite representation in the Board of Trustees. How far this may be practicable under the restrictions of the Charter of the University is a question requiring careful consideration; but if no insuperable obstacles present themselves, I am convinced that the true interests of the University would be promoted by such an arrangement. There is, moreover, another way by which the Alumni could be admitted to a real and valuable share in the supervision of the University. I allude to the formation of a body bearing to the corporation something of the relation held by the Board of Overseers of Harvard College to that Institution. I do not conceive that it would be necessary for such a body to be called into existence by any special modification of the Charter, in order to give to it a positive and permanent value. Its functions would be purely those of supervision, criticism, and recommendation; and if it be deemed expedient by the Board of Trustees, and by the Alumni that some such body shall be called into existence, the high character of the men selected as its members, and the zeal they would display in promoting the welfare of the Institution, would speedily give it that importance which real utility alone can confer.

Still another means suggests itself for promoting the active and permanent interest of the Alumni in our University. If a special work was accomplished by their united efforts, a work that would be related to every department, and would influence

and advance the prosperity of each, it would serve not only as a memorial of their affection, but as a constant incentive to further zeal. The opportunity for such an undertaking exists at this moment; and the work of erecting a spacious and imperishable library building, where the already large and constantly increasing collections of the University could be stored, where the students of all departments would meet in the common enjoyment of its bounty, and to which future generations of Alumni would look with gratitude as the most precious of the many advantages they had enjoyed—such a work is worthy of our united energies. The University has other urgent needs at present; but none more imperative than this, and none that can so strongly solicit the coöperation of the graduates of every department.

There are, indeed, other and urgent needs, for when a great Institution ceases to require constant and liberal assistance, it is only because it has ceased to grow, or even to be actively alive. It is a proud privilege of our University that it can point to a career distinguished by spotless integrity, and by a scrupulous discharge of every trust; and that it can now offer itself to this vast and wealthy community as the most fitting agent for the adoption and execution of its educational and charitable purposes.

The experience of all countries has shown conclusively that institutions created for special purposes rarely carry out the original intention of their founders.

But in the case of a great institution, each sepa-

rate trust confided to it must act only as an incentive to more and more vigilance in the discharge of former obligations, because closer public scrutiny is invited, and because the operation of every such trust will, in the course of time, breed new demands upon the confidence and generous approbation of the community.

Large as have been the gifts to the University of late years, they have only enabled her to lay the deep and broad foundations of her future prosperity. We still need more and larger endowments for existing professorships, that will perpetuate the name and munificence of their founders. We need the establishment of many free scholarships, by aid of which poor but meritorious students may be supported and educated and fitted for careers of usefulness. We need generous additions to the general funds of the Institution, so that every department may be maintained in the highest state of efficiency. These are some of the pressing needs of the University; and those who supply them may be assured of the largest returns on their bounty, and of the most faithful observance of their intentions. The net income of the University and Colleges of Oxford was ascertained, in 1874, to be $2,000,000 a year; and though generations must pass before the endowments of our American Universities approach this in magnitude, the fact that such vast sums have elsewhere been given for the advancement of learning may well stimulate and encourage us. It is a hard matter to over-estimate the capacity for growth and achievements of a man, even

with his limited faculties and brief span of life; but it is impossible to form an adequate conception of the future power of a great University like ours, deeply rooted in the fertile soil of a peaceful and thoughtful people; growing with their growth, and strengthening with their strength; increasing its Faculties and its facilities as the mass of knowledge multiplies; and diffusing its illuminating and purifying influence, through ever widening circles, until, like the sweet light of Sirius, it reaches the furthest confines of humanity.

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